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ABSTRACT

During the 1980-81 academic year, Arizona State University's Native American Public Administration Program (NAPAP) developed from a graduate course service for the Navajo Nation into a center for tribal government and Native American issues for the State of Arizona. A Title IX grant permitted a significant statewide assessment of the need for public administration education among tribal governments and urban Indian organizations Because the assessment revealed tremendous employment opportunities in the state for Native Americans with public administration degrees, NAPAP set specific goals related to public administration education. The grant also allowed NAPAP to offer six successful on-campus fellowships to Native American students in the graduate public affairs program. During the year, NAPAP staff developed a special curriculum in tribal government, presented a series of workshops to staff members of Indian organizations, and participated in an ad hoc committee on Native American programs. In addition, NAPAP made a major effort to improve student services at Window Rock by providing special activities and programs to increase the interaction between students, regular faculty, and campus resources. NAPAP taught 12 graduate and undergraduate courses to 116 Window Rock students and presented 9 workshops and training sessions to 253 tribal members. (SB)

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ANNUAL REPORT

NATIVE AMERICAN PUBLIC ADMINISTRATION PROGRAM

CENTER FOR PUBLIC AFFAIRS

ARIZONA STATE UNIVERSITY

By:

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and

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Tempe, Arizona

Spring, 1981

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RC 014276

ANNUAL REPORT

NATIVE AMERICAN PUBLIC ADMINISTRATION PROGRAM (N.A.P.A.P.)

The 1980-1981 academic year was the most active to date for NAPAP services and programs. A significant change in the program took place: from a graduate course service to the Navajo Nation to a center for tribal government and Native American issues throughout the state. With a Title IX grant of $146,025 from the U.S. Department of Education, six fellowships were offered for students to participate in the MPA degree program on-campus. In addition, the funding provided for a statewide assessment to determine the need for public administration education among Native American tribal governments and urban Indian organizations. The result has been a restructuring of NAPAP to meet that need through on-campus courses and workshops and direct services to Indian communities and organizations.

These activities were strengthened by the NAPAP staff's active participation in an Ad-Hoc University Committee on Indian Programs. A major need to coordinate programs and services of the University, to exchange information, and to actively recruit and provide services to Native American students was identified by the committee. Bob Esse served throughout the year as editor of a report of all University activities related to Native Americans. The report, to be published in June 1981, is entitled A Survey Report of Native American Programs and Research Conducted by Arizona State University. NAPAP is one of only three major ASU programs which targets and directly serves Native Americans on a statewide basis.

Statewide NAPAP Activities

1. Title IX Fellowships

The most significant campus activity of NAPAP was the awarding of fellowships of $4,500 each to six Native American students. The fellowship program supports students in the completion of their Master of Public Administration degree while in residence at the Center for Public Affairs. The program therefore moved from offering courses in public administration to the Navajo Nation to the establishment of full-time students actively pursuing their MPA degrees on campus.

Upon notification of the award of the Title IX grant, an advisory board was set up consisting of leading figures in the Native American community throughout Arizona. This board was established to assist in the selection of fellows, and to provide long-range direction for NAPAP activities. A listing of members is shown in Appendix A. By the first week in August, six fellows were selected out of 14 applicants. They are listed in Appendix B. All fellows successfully completed the first two semesters except Mr. Sneezy, who was forced to withdraw in the second semester due to a death in the family. A replacement for his position will be selected during the summer of 1981.

Several student achievements should be recognized. The following papers were presented at the Arizona-Nevada Academy of Science Annual Meeting in Tucson on May 1, 1981:

Gerald Calnimptewa, "The Origin of the Indian's Plight"

Leo Haven, "Sovereignty in Tribal Government"

Francis Totsoni, "The Impacts of Compulsory Relocation: A Review of the Literature and a Case Study of the Navajo Joint-Use Area"

Ralph Honhongva also attended this conference.

The following students were hired as summer interns with their tribal governments, indicating the support of the program from the students' home communities:

Ralph Honhongva, Budget Analyst, The Hopi Tribe

Virgil Davis, Tribal Intern, The Navajo Nation

Anna Nalwood, Local Government Intern, The Navajo Nation

Francis Totsoni, Tribal Intern, The Navajo Nation

Francis Totsoni also served as a teaching assistant during the Spring 1981 semester.

On-campus support for these students, and for the urban and statewide Indian communities, became an important aspect of NAPAP. Because ASU services for students moving to Phoenix were extremely limited, considerable efforts by the students, NAPAP and the Center for Public Affairs were required.

2. NAPAP Curriculum in Tribal Government

An important component of on-campus services was the special courses which examined tribal government, and assisted students in understanding how concepts behind city and federal governments are applied to tribal government. The development of a unique MPA specialty in tribal management was proposed during discussions related to the new MPA curriculum. This emphasis is described in Appendix C. The central course of this emphasis -- Tribal Government -- was offered as a seminar at the State Capitol during the Fall 1980 semester. Ten students participated in the class, nine of whom were Native Americans. A one-unit Readings and Conferences class coordinated by Dick Winchell was also offered during the Spring 1981 semester to assist in relating public administration curricula to tribal government settings.

3. Ad Hoc Committee on Native American Programs

An important part of the development of an on-campus program is the relationship with other Native American programs and faculty within the University. Both Bob Esse and I are members of an Ad Hoc Committee to identify faculty and programs which serve Native Americans through A.S.U. We hosted several meetings of this committee in the Graduate College's conference room, and served as acting secretary for several meetings. Bob Esse took the responsibility of editing a report describing services and programs available to Native Americans at A.S.U. (see Appendix D).

4. Workshops

Included in NAPAP's service population are urban Indians. The program served several urban Indian communities by providing a series of workshops to staff members from the Phoenix Indian Center and from the Affiliation of Arizona Indian Centers, the umbrella organization for the state's several Indian centers. The workshops included:

1) A half-day workshop in communication skills for the clerical staff of the Phoenix Indian Center. Instructor: Bob Esse.
2) A two-day workshop in communication skills for staff from the Affiliation of Arizona Indian Centers and from several of its affiliated centers. Instructor: Bob Esse.
3) A two-day workshop in community-issues identification for AAIC and the affiliated centers. Instructors: Dick Winchell, Dr. Lou Weschler, AAIC Executive Director Joy Henley and AAIC VISTA Coordinator Eric Sexton.

5. Statewide Needs Assessment

Perhaps the most important activity funded under Title IX was a statewide needs assessment for public administration education to serve Native Americans. In 1978-79 Native Americans comprised 10,841 of the 169,386 high school students in the state, or 6.4% of the total. Native American students represented only 3% (6,308) of the total of 198,900 postsecondary students in the state. A critical need exists for postsecondary training for Native Americans, particularly through career oriented programs which assist in meeting the needs of Indian communities.

The most important need for public administration education is to develop career ladders in the state's higher education programs which admit students and already employed community members into postsecondary programs at their existing skill level, and to provide training and development through undergraduate and graduate programs. A great deal of effort in the needs assessment went to coordinating and establishing contact between local community colleges and tribal governments. Through these efforts, students can complete associate and undergraduate degree programs, and become eligible for graduate programs offered through the Center for Public Affairs.

The needs assessment indicated the presence of 2,750 tribal employees, excluding Navajo. The Navajo Tribe has approximately 3,000 tribal employees and another 3,000 employees through federal programs. Along with another 3,000 federal jobs throughout the state, public service agencies and other governmental entities are the largest employers of Native Americans in Arizona. Training and management skills for Native Americans in all tribal governments is the need most often identified by tribal officials. Tremendous opportunities

exist, therefore, for a Native American student who completes a Master of Public Administration degree.

This need will require strong efforts by academic institutions, particularly graduate universities, to develop curricula in tribal government and tribal management; to provide student financial support and personal development support for Indian students; and to instill an understanding of the principles and values of government and public service careers. The following goals are established to meet the need for public administration education for Native Americans in Arizona:

Goal 1: To provide access to the skills and resources of the Center for Public Affairs in education, research and public service to Native Americans throughout the state.

Goal 2: To maintain a leadership role among Native American programs offered at the University, including:

a) establishment of special curricula in tribal government;

b) maintenance of regular contact with tribal governments and urban Indian organizations; and

c) creation of a tenure track faculty position under NAPAP.

Goal 3: To facilitate cooperation and communication among Native American communities and local and state governments throughout the state.

Window Rock Services

1. Student Services

A major effort was made during 1980-81 to improve student services at Window Rock, and to provide support for MPA students wishing to participate in the on-campus program. Six of the nine Window Rock students admitted into the MPA program have already participated in on-campus programs, and two additional students are expected to come to Phoenix in the Fall to complete their MPA. Due to the distance between the site and the University (340 miles one way), special activities and programs were implemented to increase the interaction between students, regular faculty and campus resources.

The Fall semester started with a trip to Window Rock for Dr. Al Karnig, new Director of the Center for Public Affairs, and Dianne Wigand, coordinator of the Title IX contract for the Center. Later in the semester Dr. Joseph Cayer, Marian Buckley and Karen Neese assisted in student advisement and registration for the Spring semester. Dr. Cayer met with over 10 students taking classes, and established programs of study for five students.

The most important activity of the Fall semester was a two-day visit to Phoenix by Window Rock students. Ten participants visited the Phoenix Indian Center and heard a presentation by assistant director Joe Abdai. They then toured the State Capitol complex, meeting with Dr. Eddie Brown, director of the intergovernmental relations office for the Department of Economic Security. On the second day a panel discussion on campus was held. Speakers included Dr. Nick Henry, Dean, College of Public Programs; Dr. Al Karnig, Director, Center for Public Affairs; Dr. John Tippeconic, Director, A.S.U. Center for Indian Education; Syd Beane, Director, A.S.U. American Indian Projects, School

of Social Work; Ralph Davis, Director, Navajo Tribal Training Center; Mark Retasket; and Dick Winchell. Presentations focused on the critical need for management and administrative education for tribal governments and urban Indian organizations throughout the state. Also discussed was the evolution of NAPAP from a program serving Navajo tribal staff to a major program serving the needs of the state. An important part of public administration education is the development of a career ladder, whereby the student begins at the community college level and proceeds through undergraduate and graduate programs.

Service to the Window Rock students was greatly facilitated by the hiring of Mark Retasket as student counselor in Window Rock in a half-time position. The Navajo Tribal Training Center presently provides the other half of his funding to coordinate credit courses for tribal employees through colleges and universities. Mark's assistance in recruitment, coordination of programs, counseling with students and on-going program development has greatly increased the stability and effectiveness of the program in Window Rock.

Mark presented a paper at the Arizona-Nevada Academy of Science Annual Meeting in Tucson entitled "High School Career Counseling for Indian Populations," and has actively studied student service programs for high schools and the tribal scholarship division. Mark developed an Associate of Arts degree curriculum in public services (including an emphasis in tribal management) which was approved by Navajo Community College. Over 70 students have completed credit classes in the police science component, and NCC courses at Window Rock in tribal management will begin in the Fall 1981.

2. Window Rock Courses

An important and continuing activity of NAPAP is to offer graduate classes

for credit in Window Rock. Eleven graduate classes and one undergraduate statistics class (taught by Dick Winchell in conjunction with Navajo Community College) had a total enrollment of 116 students. This is a major service to higher education for Native Americans, reaching more students than any other graduate program. A listing of courses and enrollment is shown below.

Summer, 1980

Course		Instructor	Enrollment
PAF-512	Public Affairs Economics	Winchell	9
PAF-591	Seminar: Community Dev.	Turner	10
PAF-598	Issue Analysis & SPSS	Boynton	16
MA -213	Intro. to Statistics	Winchell	7
			42

Fall, 1980

PAF-501	Statistics	Stokes	12
PAF-524	Comm. Conflict Res.	Heck	9
PAF-543	Pub. Mgmt. of Land	Winchell/Thal	6
PAF-523	Pub. Info. Systems	Begaye	8
PAF-591	S: Indian Law	Chapela	8
			43

Spring, 1981

PAF-500	Research Methods	Harwell	7
PAF-544	Reports in Pub. Admin.	Brown	14
PAF-591	S: Law and Tribal Govt.	Chapela	10
			31

The Window Rock courses are funded through the Navajo Tribal Training Center, using Bureau of Indian Affairs P.L. 94-638 funds. The training center is to provide training to tribal employees. Dick Winchell, Mark Retasket, and

Window Rock students have assisted in identifying the need for courses and workshops in conjunction with the training center.

Funds from the tribe support the direct expenses of cost of instruction, registration, and travel for the credit courses. Funding for these courses as well as additional workshops, research and program development totaled $35,000 for 1980-81.

3. Window Rock Workshops

A series of workshops, training sessions, and ongoing program development took place through the Navajo Tribal Training Center. The following workshops were held during the year:

August 11-15	Evaluating Federal and Local Programs, Instructor: L.A. Wilson. 12 participants.
August 18-20	Program Development and Grantswriting, Instructors: Dick Winchell and Robert Esse. 11 participants.
August 20-22	The Law and Tribal Government, Instructor: John Chapela. 22 participants.
September 8-9	Navajo Energy Resources Workshop (funded by Argonne National Laboratories and the Department of Energy in a program developed in part by NAPAP staff), participant/evaluator: Dick Winchell. 130 participants including 60 tribal councilmen.
Fall, 1980 & Spring, 1981	Local Elected Leadership Training, Instructors: Larry Stokes, Dick Winchell, John Chapela. Five two-day workshops serving 78 participants.

Workshops serve an important need in providing short-length training that addresses specific issues or areas of need. Continual development of workshops and training as part of A.S.U.'s involvement with the Navajo Tribal Training Center is anticipated.

APPENDIX A NAPAP ADVISORY COUNCIL

Dr. John Tippeconnic, Director, Center for Indian Education, A.S.U.

Sydney Beane, Director, American Indian Projects, Department of Social Work, A.S.U.

Ms. Alberta Tippeconnic, Inter-Tribal Council of Arizona

Josiah Moore, Program Director, Division of Indian Education, State of Arizona

Phyllis J. Bigpond, Executive Director, Phoenix Indian Center

Clinton M. Pattea, Executive Secretary, Arizona Commission of Indian Affairs

Ralph Davis, Director, Navajo Tribal Training Center, Navajo Nation

NAPAP and Center for Public Affairs Staff:

Dianne Wigand

Robert Esse

Dick Winchell

Mark Retasket

APPENDIX B NAPAP FELLOWS, 1980-81

Virgil Lee Davis, a member of the Navajo Tribe, has a Bachelor of Arts degree in education from A.S.U. Mr. Davis is interested in educational administration in Indian communities.

Leo Haven, a member of the Navajo Tribe, has a Bachelor of Arts degree in education from the University of Redlands, California. Mr. Haven has served as director of DNA legal services, as well as various administrative positions in the Navajo tribal government. Most recently he was director of community relations for the Window Rock School District.

Ralph Honhongva, a member of the Hopi Tribe, has a Bachelor's degree in university studies from the University of New Mexico in Albuquerque. Mr. Honhongva has worked in a research capacity on the BIA-San Juan Basin Regional Uranium Regional Study and for the Adult Education Program of the All-Indian Pueblo Council.

Anna Nalwood is a member of the Navajo Tribe, and has a Bachelor of Arts degree in education from A.S.U. Ms. Nalwood has worked with DNA legal services and the Office of Management and Policy Analysis for the Navajo Tribe.

Baxter Sneezy, a member of the San Carlos Apache Tribe, has an Associate of Arts degree from Eastern Arizona College, and a Bachelor of Arts degree in education from Arizona State University. Mr. Sneezy has been a teacher in the Rice School District in San Carlos and a health planner for the San Carlos Apache Indian Community.

APPENDIX B (continued)

Francis Totsoni is a member of the Navajo Tribe, and has a Bachelor of Arts degree in business administration from Fort Lewis College in Durango, Colorado. Ms. Totsoni has worked with the U.S. Census Bureau and the Health Education Program (Public Health Service) in Chinle, Arizona, and is active in local chapter government.